

UNIVERSAL SCREENING FOR BEHAVIOR

RATIONALE: PREVALENCE RATES

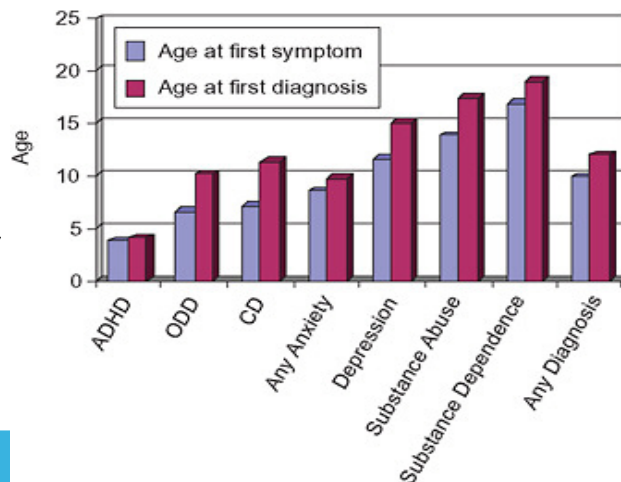
Study	Citation	% of sample with any impairment	% of sample with serious impairment
Methods for the Epidemiology of Child and Adolescent Mental Disorders (MECA)	Shaffer et al., 1996	21%	5%
Great Smoky Mountains Study of Youth	Burns et al., 1995	20%	11%
National Health & Nutrition Examination Survey (NHANES)	Merikangas et al., 2010	13%	11%

How prevalent are emotional disorders among children and adolescents?

EARLY INTERVENTION

Prevention is critical within 2-4 years of the first symptom.

From the Great Smoky Mountain Study:



STUDENT BENEFITS ASSOCIATED WITH UNIVERSAL SCREENING

*"The Commission found compelling research sponsored by OSEP on emotional and behavioral difficulties indicating that **children at risk for these difficulties could also be identified through universal screening** and more significant disabilities prevented through classroom-based approaches involving positive discipline and classroom management."*

Source: U.S. Department of Education Office of Special Education and Rehabilitative Services. (2002). *A New Era: Revitalizing Special Education for Children and Their Families*

POOR OUTCOMES ASSOCIATED WITH DELAYING INTERVENTIONS

- ✗ “**Untreated emotional problems** have the potential to **create barriers to learning** that interfere with the mission of schools to educate all children.” (Adelman & Taylor, 2002)
 - “**Without early intervention**, children who routinely engage in aggressive, coercive actions, **are likely to develop more serious anti-social patterns of behaviors** that are resistant to intervention.” (Walker, Ramsey, & Gresham, 2004)
- ✗ Youth who are the victims of bullying *and* who lack adequate peer supports are vulnerable to **mood and anxiety disorders** (Deater-Deckard, 2001; Hawker & Boulton, 2000)
- ✗ “**Depressive disorders** are consistently the most prevalent disorders among adolescent **suicide** victims (Gould, Greenberg, Velting, & Shaffer, 2003)

Rationale Slides provided by:

Jennifer Rose, Illinois PBIS Network
Lynn Owens, Schaumburg CCSD 54

BRIEF EXTERNALIZING AND
INTERNALIZING SCREENER FOR
YOUTH (BEISY)

BEISY

Simple and quick-to-complete universal screener of externalizing and internalizing problems among students

INSTRUCTIONS

Each of the items represents a class or group of behaviors that represent a key feature of externalizing or internalizing behavior pattern.

Must have a clear understanding of the class or group of behaviors being assessed by each item before completing screening.

Use a Likert-like scale (0-4).

Rate each student based on ‘how problematic’ the student’s performance is pertaining to each of the categories.

Recommended to do all the “0” problematic-rated students first.

‘PROBLEMATIC’ RATING BASED ON A COMBINATION OF HOW

- Frequently (number of times),
- Long (duration or amount of time)
- And/or how intense (severity or degree of impact).

Normed on your particular evaluation

BEISY

IT IS IMPORTANT TO BE AS OBJECTIVE AS POSSIBLE BY BASING YOUR *PROBLEMATIC RATINGS* ON THE FREQUENCY (HOW OFTEN IT OCCURS), DURATION (AMOUNT OF TIME), OR THE INTENSITY (SEVERITY) OR A COMBINATION OF THESE DIMENSIONS.

0 = NOT PROBLEMATIC

1 = MILDLY PROBLEMATIC

2 = MODERATELY PROBLEMATIC

3 = QUITE PROBLEMATIC

4 = EXTREMELY PROBLEMATIC

Student Name	Externalizing Categories			Internalizing Categories		
	Disruptive behavior	Aggressive behavior	Defiance or oppositional behavior	Withdrawal behavior	Negative talk about self, school or future	Internalizing emotional problems
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						

CLUSTERS OF EXTERNALIZING AND INTERNALIZING BEHAVIORS

To increase your comprehension of the clusters of externalizing and internalizing behaviors, the following slides contain tables with specific examples of behaviors in one column and non-examples (that is, behaviors that are conducive to learning) in the other column.

A student does not have to exhibit all of the table examples to be considered, rather students may exhibit one, a few or multiple of them and still be rated, based on frequency, duration, and intensity.

EXTERNALIZING CATEGORY #1 DISRUPTIVE BEHAVIOR CATEGORY

Refers to a group of behaviors that disrupt or interfere with the learning environment in one or more of the following ways: (a) impede teacher's ability to deliver instruction or measure outcomes, (b) impairs own personal achievement, (c) interferes with other students' ability to focus and learn.

Examples	Non-Example
Blurting out answers	Raising hand and waiting quietly
Making noises with objects or body parts	Sitting quietly and/or actively listening
Talking to peers about academically unrelated topics	Talking to peers about academically relevant topics
Walking around the room without permission	Staying seated or asking for permission to get out of seat
Acting silly or making jokes to get other students to laugh	Waiting for class to end before acting silly or joking with peers
Interrupting others when they are speaking	Actively listening and paying attention to others speak
Purposefully pulling others off-task	Respecting other students while they are working

EXTERNALIZING CATEGORY #2 AGGRESSIVE BEHAVIOR CATEGORY

Refers to verbal statements or physical actions that are intended to harm or hurt another person either emotionally, socially or physically.

Examples	Non-Examples
Punch, hit, kick, or shove others	Keeps hands and feet to self
Yells obscenities at others	Uses appropriate when talking with to others
Make verbal threats to physically harm someone	Appropriately asserts frustration in a calm manner
Calls peers hurtful names to instigate a conflict	Says nice things to someone else or nothing at all
Destroys or ruins school property	Respects and takes care of school property
Bullies others who are socially or physically weaker	Kind and respectful toward peers
Spreads rumors or gossips to hurt another's reputation	Takes the higher road and refuses to spread hurtful rumors

EXTERNALIZING CATEGORY #3 **DEFIANT OR OPPOSITIONAL BEHAVIORS**

Refers to a pattern behavior that consists of defying or challenging adult authority (e.g., teachers, parents, administrator) or deliberately breaking established rules.

Examples	Non-Examples
Ignores adult instruction or request	Follows instruction or request
Argues with adults	Calmly and respectfully discusses difference of opinion
Continues to do what s/he wants after a teacher's request	Responds to teacher request in a reasonable amount of time
Gets upset when told 'no' or 'stop' by an adult	Accepts when told no by an adult
Leaves the room to protest against adult direction	Respectful of school property
Questions, challenges, or breaks the rules	Follows the rules even if s/he doesn't agree with them
Angry outburst or tantrum to avoid adult request	Able to manage anger and respond to adult request

INTERNALIZING BEHAVIOR CATEGORIES

Internalizing behaviors are inner directed behaviors that cause internal distress or discomfort and result in a range of behaviors that interfere with academic engagement and success.



INTERNALIZING CATEGORY #1 **WITHDRAWS FROM PARTICIPATING IN** **ACTIVITIES OR INTERACTIONS WITH OTHERS**

Refers to a variety of behaviors in which a person pulls away from, avoids, and attempts to escape from participating in school/class-wide activities (e.g., group conversations, after-school events, answering questions, etc.) or interactions with persons.

Examples	Non-Examples
Spends free time alone	Hangs out with others during free time
Does not participate in classroom activities	Participates fully in classroom activities
Isolated from peers	Included by peers
Refuses to participate in class	Eager to participate in class
Turns down social invitations	Accepts social invitations
Has few friends	Has lots of friends
Puts head on desk to sleep or avoid interacting	Alert in class and maintains academic engagement

INTERNALIZING CATEGORY #2 **NEGATIVE/PESSIMISTIC TALK**

The extent to which a student engages in negative talk about self, school, or the future.

Examples	Non-Examples
"I'm stupid, everyone else is smarter than me"	"Hangs out with others during free time"
"I hate school"	"School is great"
"My life is rotten"	"My life is great and fun"
"Who cares about school"	Eager to participate in class
"I'll never get a job"	Accepts social invitations
"Nobody likes me or wants to be my friend"	Has lots of friends
"It doesn't matter how hard I try, I can't be successful"	Alert in class and maintains academic engagement

INTERNALIZING CATEGORY #3 EMOTIONAL PROBLEMS

Refers to students who exhibit a variety of emotional problems that indicate internal distress or discomfort, such as sadness, anxiety, worry, dread, frustration or helplessness.

Examples	Non-Examples
Seems nervous or fearful about being judged by peers	Calm and relaxed in the presence of others
Expresses fear or anxiety about performing on tests	Feels confident in performance assessments
Complains about being sick and makes frequent requests to see the nurse	Seems healthy and makes minimal to no visits to the nurse
Worries about what other students think	Confident and self-assured
Sulks and seems down	Seems upbeat and positive attitude
Worries about family members or caregivers while at school	Secure about the safety of self and loved ones
Appears helpless and gives up easily or doesn't try	Intrinsically motivated
Gets irritated, upset or shuts down when asked to something	Complies with requests and maintains positive attitude

EXCEL

MAHALO

